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Sixty-two doctoral dissertations in the area of outdoor education are summarized. Topics include consideration of the goals and rationale of outdoor education, proposals for camping programs and other outdoor education programs, the development of evaluation methods, evaluations of programs, investigations of changes in student behaviors, proposals for teacher education and for training camp leaders, identification of resources, investigations of administrative problems and procedures, and historical analyses of the outdoor education movement. Grade levels considered range from elementary to adult education. The summaries consist of a brief statement of the problem, the procedure followed, and a resume of results and conclusions. References are given to Dissertation Abstracts, and to library sources for studies not included in Dissertation Abstracts. (EB)

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RESEARCH IN OUTDOOR EDUCATION

(SUMMARIES OF DOCTORAL STUDIES)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREPARED FOR THE OUTDOOR EDUCATION PROJECT

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PREFACE

Research in outdoor education has increased in proportion to the growth of the movement itself. Since the 1930's approximately seventy doctoral studies have been completed in the area of outdoor education. We have recognized the need for sometime now to compile and summarize the known research in this area.

The doctoral dissertations summarized here fall generally into five major categories: (1) proposals for new program developments, (2) organization and administration, (3) historical analysis, (4) teacher education, (5) evaluation.

The summaries consist of a brief statement of the problem, the procedure followed, and a resume of results and conclusions. The Dissertation Abstract reference is included for the investigator who wishes to review the abstract before reading the complete study. A library source reference is listed for those studies not included in Dissertation Abstracts.

We trust that these summaries may serve as a useful tool to the serious student of outdoor education, to doctoral candidates about to embark upon their own research, and to outdoor educators in general.

Donald R. Hammerman

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TABLE OF CONTENTS

Author and Title	Page
Ambry, Edward J. An Investigation of the Administrative Problems Related to Resident Outdoor Education Programs in Certain Public Elementary and Secondary Schools	1
Archard, Merrill H. Recommendations for the Administration of the New Paltz State Teachers College School Camp	2
Bain, Charles M. Camping Education for the Public Schools of Jefferson County, Kentucky	3
Beker, Jerome The Relationship Between School Camping Social Climate and Change in Children's Self-Concepts and Patterns of Social Relationship	4
Berger, Harriet J. A Plan for Developing Competencies for Leadership in School Camping and Outdoor Education for Elementary Education Students	5
Christman, John H. The Administration of a Public Elementary School Camping and Outdoor Education Program	6
Colaw, Frank E. Establishment of an Outdoor Education Program for Unified School District #345 with Maximum Use of Federal or Private Funds	7
Cole, Roy. An Evaluation Study of an Extramural School Camping Program For Adolescent Boys Identified as Potential School Leavers	8
Craddock, Arnold A Suggested School Camping Program for Kanawha County Sixth Grade	9
Cragg, Nadine A. An Evaluation of the Year Round School Camp of Long Beach	10
Cyphers, Vincent A. A Study to Determine the Significant Outdoor Experiences for Elementary Teachers	11

Table of Contents (continued)

Author and Title	Page
Davidson, Morris Changes in Self-Concepts and Sociometric Status of Fifth and Sixth Grade Children as a Result of Two Different School Camp Curricula	12
Evans, Forrest F. The Effects of a Summer Camp Arithmetic Enrichment Program	13
Ferris, David L. A Desirable Outdoor Education Program for Adult Education Centers	14
Fitzpatrick, Clinton N. Philosophy and Goals for Outdoor Education	15
Freeberg, William H. Law and Liability of Municipal Charitable and Private Corporations For Conducting Recreation Camps	16
Gilbert, Marion, L. The Natural Science Museum as a Teaching Resource For Biology	17
Gilliland, John W. A Study of Administrative Factors in Establishing A Program of School Camping	18
Graff, George P. Conservation Understandings in the Intermediate Grades	19
Grilley, Helen E. Development of an Instrument For Evaluating Resident Outdoor Education Laboratory School Programs	20
Hafer, Paul E. Short Field Units in Contrast to the Long Field Trip As a Vehicle For Teaching Biology to Prospective Elementary Teachers	21
Hammerman, Donald R. A Historical Analysis of the Socio-Cultural Factors That Influenced The Development of Camping Education	22

Table of Contents (continued)

Author and Title — Page

Hammerman, William M. 23
An Investigation of the Effect an Outdoor Education Experience Has Upon Elementary Education Student's Understanding of How Learning is Facilitated

Hauserman, Billy D. 24
The Effect of an Orientation to the Outdoors on Teaching Behavior in the Classroom

Hebel, Everett L. 25
Camping in New Jersey: Suggested Organizational and Administrative Procedures For Conducting School Camping Programs

Heppel, Ruth 26
Determining Changes College Students Undergo In Selected Categories as a Result of the School Camping Experience

Hibbs, Clyde W. 27
An Analysis of the Development and Use of Outdoor Laboratories in Teaching Conservation in Public Schools

Hollenbeck, E. Irene 28
A Report of an Oregon School Camp With Program Emphasis Upon Outdoor Science Experiences

Homan, Paul B. 29
Educational Specifications for the Outdoor School

Hug, John W. 30
Analysis of the Factors Which Influence Elementary Teachers In the Utilization of Outdoor Instructional Activities

Hulett, Florence M. 31
A Quantative And Qualitative Study of Facilities For School Camping And Outdoor Education On State Owned Lands in Illinois

Johnson, Tessa M. 32
An Evaluation of a Semi-Objective Method For Appraising Selected Educational Outcomes of School Camping

Table of Contents (continued)

Author and Title	Page
Kleindiest, Viola K. . . . . A Study of the Experiences of Camping For the Purpose of Pointing Out Ways in Which a School Camping Program May Supplement the Elementary School At the Sixth Grade Level	33
Kranzer, Herman C. . . . . Effects of School Camping on Selected Aspects of Pupil Behavior -- An Experimental Study	34
Lantz, Everett D. . . . . A Prospectus for the Administration of College and University Camps	35
MacMillan, Dorothy L. . . . . A Survey of the Duties and Responsibilities of Professional School Camp Directors and Counselors in a Selected Group of California Camps	36
Mason, Bernard S. . . . . Camping and Education	37
McKnight, Eloise . . . . . Contributions and Potentialities of School Camping	38
Mouser, Gilbert . . . . . A Study of Opportunities for Leadership Training in Outdoor Education	39
Pepper, Nathan H. . . . . A Study of School Camping With Special Emphasis On Program Objectives, Curriculum, Administration and Evaluation	40
Philpott, Frank E. . . . . School Camping In Florida: A Guide for Local School Administrators in Planning, Establishment and Administration of School Camping Programs	41
Pulliam, Mabel G. . . . . An Analysis of Selected Outdoor Education Programs and Recommendations For Curriculum and In-Service Education For the Outdoor Education Program of the Jefferson County Colorado Public Schools	42
Rhead, Raymond E. . . . . A Proposed Interdisciplinary Approach to an Outdoor Education Program in the Professional Teacher Preparation Curriculum at Weber State College	43

Table of Contents (continued)

Author and Title	Page
Rhoades, Lawrence W. . . . . A Close View of the 1952-53 Camping Program of Vernona School, Battle Creek, Michigan as a Guide to Future Action	44
Rillo, Thomas J. . . . . A Preliminary Definition of the Role of the Outdoor Education Coordinator in Representative Public School Outdoor Education Programs	45
Rogers, Martin H. . . . . Principles and Functions of Outdoor Education	46
Rupff, Paul E. . . . . A Comparison of Aspirations With Achievements In a Group of Selected Michigan Public School Camps	47
Schafer, Frank G. . . . . An Administrative Guide For Initiating Resident Outdoor Education in the Public Schools	48
Sharp, Lloyd B. . . . . Education and the Summer Camp - An Experiment	49
Shaw, Merlin J. . . . . The Educational Effectiveness of the Traveling School Camp	50
Shelar, Eugene. . . . . A Study of the Use That is Being Made of The Out-Of-Doors in Teaching in the Public Schools and in the Teacher Training Schools	51
Smith, Lenore C. . . . . An Investigation of Personnel Practices and Program Organization in Public School Camping And Outdoor Education	52
Squires, John L. . . . . Standards for School Camp Programs	53
Stack, Genevieve C. . . . . An Evaluation of Attitudinal Outcomes of Fifth and Sixth Grade Students following a Period of School Camping	54

Table of Contents (continued)

Author and Title	Page
Stapp, William B. . . . . Developing a Conservation Education Program for The Ann Arbor Public School System and Integrating It Into The Existing Curriculum (K-12)	55
Tankard, George G. . . . . Site Requirements for Outdoor Instruction For Virginia Elementary Schools	56
Thompson, Harry C. . . . . Basic Guides For The Establishment and Development of School Outdoor Education: Special Reference For Great Neck School District	57
Turner, Walton G. . . . . An Analysis To Determine Significant Administrative Procedures Used in the Establishment and Operation of Selected Resident Outdoor Laboratory School Programs	58
Vogt, Kenneth P. . . . . Vacant Lands and Emerging Educational Needs	59
Walton, Thomas W. . . . . A Study of the Administrative Practices Used in the Operation of Thirty Selected Part-Time School Camp Programs In Michigan	60
Weiss, Irving J. . . . . Enriching Science Through Outdoor Education	61
Wiener, Morris . . . . . Developing A Rationale for Outdoor Education	62

AN INVESTIGATION OF THE ADMINISTRATIVE PROBLEMS RELATED TO RESIDENT OUTDOOR EDUCATION PROGRAMS IN CERTAIN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

Dissertation Abstracts
Volume 25#9, p. 5036
Order # 65-1317

By: Edward J. Ambry, Ph.D.
Southern Illinois University
1964

Purpose

Ambry identified administrative problems connected with the operation of resident outdoor education programs. He also attempted to isolate those administrative problems which might be unique to outdoor education and suggested implications for graduate preparation of prospective school administrators.

Procedure

Data were gathered by means of a questionnaire. The questionnaire was approved by a jury of experts and given a trial run before being administered to ninety school districts. Returns were received from seventy-six percent of the school districts. Data were classified, treated with the Chi square test of statistical significance, and interpreted.

Results and Conclusions

Among the findings were: (1) it was possible to identify administrative problems unique to outdoor education. These problems were not necessarily the most difficult to solve, however. (2) the problems were classified from the most difficult to least difficult. (3) rated most difficult were problems dealing with "staff"; judged of ordinary difficulty were problems of "legality," "finances and budget" and"miscellaneous"; rated least difficult were problems in the areas of "curriculum,""public relations," and "Board of Education."

The study concludes that identifying the uniqueness of problems associated with outdoor education and the degree of difficulty can lead to their better solution in practice and their better study in programs of professional preparation for school administrators.

RECOMMENDATIONS FOR THE ADMINISTRATION OF THE NEW PALTZ STATE TEACHERS COLLEGE SCHOOL CAMP

Dissertation Abstracts
Volume 17 # 4 p. 789
Order # 19979

By: Merrill H. Archard, Ed.D.
New York University
1956

Purpose

The purpose of the study was to propose a plan for initiating and developing a school camp at a selected State Teachers College in the State of New York.

Procedure

Archard identified the educational objectives of New Paltz State Teachers College and its Campus School. He then specified forty-three potential contributions of school camping to the educational objectives of the institution. The validity of the potential contributions of school camping and their relationship to the educational objectives of the New Paltz State Teachers College and its Campus School was established by a jury rating.

Results and Conclusions

Seventy-three principles to guide the development and administration of a school camp operated by a State Teachers College were formulated. Finally, the study proposed nine recommendations including: selection and preparation of leaders, finance, selection of the campsite, health and safety, food management, business administration, and program planning.

CAMPING EDUCATION FOR THE PUBLIC SCHOOLS OF JEFFERSON COUNTY, KENTUCKY

By: Charles M. Bain, Ed.D.
Teachers College, Columbia
1956

Purpose

The study proposed a school camping program for the public schools of Jefferson County, Kentucky.

Procedure

Programs of seven school camps were reviewed. Guiding principles for establishing a program of school camping were developed. Potential sites for establishing a school camp in Jefferson County were identified and assessed.

Results and Conclusions

Bain recommended sixth grades as most appropriate to engage in the week long resident camping experience. The facilities of Otter Creek Park were recommended. It was also recommended that a program of day camping begin in the fifth grade. Methods for initiating the project, standards for administering it, policies for financing, and application of program to curriculum subjects were discussed.

THE RELATIONSHIP BETWEEN SCHOOL CAMPING SOCIAL CLIMATE AND CHANGE IN CHILDREN'S SELF-CONCEPTS AND PATTERNS OF SOCIAL RELATIONSHIP

By: Jerome Beker, Ed.D.
Teachers College, Columbia
1959

Purpose

Purpose of the study was to evaluate the effects of school camping on self-concepts and social relationship of pupils.

Procedure

Seven groups of school campers attending the New York University camp at Sloatsburg, N. Y. were used as subjects. Comparable groups of non-campers were used as controls. A fifty-six item check list was devised and used to evaulate pupils self-concepts. Changes in pupils social relationships were assessed by means of the Classroom Social Distance Scale. The experimental group and the control group responded to these two instruments immediately prior to and immediately following the school encampment, and ten weeks after the encampment.

Results and Conclusions

The experimental groups attending school camp showed more positive feelings toward themselves after the camp experience than before. These changes were of greater magnitude than those of the non-camper control group.

The pattern of social relationships were influenced in a positive direction. Furthermore, these changes were even greater ten weeks after the camp experience.

A PLAN FOR DEVELOPING COMPETENCIES FOR LEADERSHIP IN SCHOOL CAMPING AND OUTDOOR EDUCATION FOR ELEMENTARY EDUCATION STUDENTS

Dissertation Abstracts
Volume 19 # 7 p. 1641
Order # 58-5650

By: Harriet J. Berger, Ed.D.
New York University
1958

Purpose

Berger's purpose was to design a plan for developing competencies essential for leadership for students majoring in Elementary Education at State Teachers College, Cortland, New York.

Procedure

A list of competencies was compiled from data drawn from the literature and from the researchers' own extensive experience in camping. The competencies were rated by authorities in outdoor education. Cortland faculty were interviewed to gather information about the curriculum in Elementary Education. These data were compiled and related to each competency. A plan for developing these competencies was then devised and submitted to five jurors for rating and evaluation to determine feasibility, practicality, functionality and validity of the plan.

Results and Conclusions

Objectives of outdoor education and school camping were established in five areas; outdoor education experiences, purposeful work experiences, social living, healthful living and recreational living.

Leadership competencies were identified in the two specific areas of: (1) basic skills in camp activities and (2) understandings and knowledges.

Berger concluded that no single experience or course could develop all the necessary competencies, and that an integrated program was more desirable than a single specialized course which might be unrelated to the total curriculum.

THE ADMINISTRATION OF A PUBLIC ELEMENTARY SCHOOL CAMPING AND OUTDOOR EDUCATION PROGRAM

By: John H. Christman, Ed.D.
The University of Buffalo
1957

Purpose

This study was undertaken to record the progress of outdoor education and school camping in the New York public schools. Guides for administering programs of outdoor education in the state of New York were also included.

Procedure

Christman used the historical and normative survey methods of investigation in the study.

Results and Conclusions

Christman found that there were only a few year-round camping education programs operating at the time of his study. He determined that the school camp should be organized and administered by the same public authority which operates the schools.

He also concluded that: (1) camping programs should serve all age levels, (2) pupils should attend camp of their own volition, (3) the school camp should be co-educational, (4) the school camp should not exceed forty pupils.

The study lists nine principles of program organization and six general conclusions and recommendations including the suggestion that: (1) a New York state committee be reappointed to study ways and means of organizing, maintaining and supporting school camps, (2) required courses in camping and outdoor education be instituted by New York state colleges and teacher's colleges, and (3) that the state and federal government should assist in providing camping resources and funds for implementing these programs.

ESTABLISHMENT OF AN OUTDOOR EDUCATION PROGRAM FOR UNIFIED SCHOOL DISTRICT #345 WITH MAXIMUM USE OF FEDERAL OR PRIVATE FUNDS

Dissertation Abstracts
Vol. 29, Page 1748-A

By: Frank Edwin Colaw, Ed. D.
University of Kansas
1968

Purpose

Colaw's purpose was to plan an outdoor education and camping program for his school district (Unified School District #345) in Topeka, Kansas utilizing outside or nondistrict funds; and to subsequently establish this program.

Procedure

A review was made of various aid programs that might be sources of funds. Since Title III of the Elementary and Secondary Education Act seemed to fit the district's needs, application was made for funds for planning purposes. A planning grant was subsequently received from this source..

Colaw visited outdoor education programs in Illinois, Maryland, Colorado, Texas, California, etc., to gather information in planning the program. At these sites he interviewed staff members in regard to curriculum, facilities, finance, sites, organization, and relationships with other local agencies.

Results and Conclusions

Colaw reported that a variety of programs and arrangements exist for the use of outdoor laboratories throughout the country. In general, he reported, resident programs are limited to the elementary schools and financed through local tax monies. Most camps or sites are rented or leased by the schools.

He found that financing was available for the proposed outdoor education program in his district through Titles I and III of the Elementary and Secondary Education Act. In addition, he reported many other federal agencies have lands, funds, and services to offer school districts for outdoor education and recreation purposes.

Unified School District #345 acquired a 160 acre outdoor laboratory and financing for three years of operation (without the expenditure of local or state funds) using the findings of this study.

AN EVALUATION STUDY OF AN EXTRAMURAL SCHOOL CAMPING PROGRAM FOR ADOLESCENT BOYS IDENTIFIED AS POTENTIAL SCHOOL LEAVERS

Dissertation Abstracts
Volume 18 # 4, p. 1299
Order # 58-1175

By: Roy Cole, Ed.D.
Wayne University
1957

Purpose

Purpose of the study was two-fold: (1) to determine whether a work-learn camp for potential high school drop outs had greater holding power than the regular school program for a comparable group of potential school leavers who remained in school, and (2) to find out to what extent students might improve in their home, school, and social adjustments following the camp experience.

Procedure

Three sample groups were used in the experiment. One group of potential drop outs participated in the work-learn camp experience, while the other remained in school. The third group, who were judged to be well adjusted to school, also remained in school. The work-learn camp group were in camp for more than half the school year.

Results and Conclusions

Socially desirable attitudes and behavior were changed among the camp group. They demonstrated improved attitudes toward school following the camp experience. There were distinctive differences between the boys in school and in camp, some of which favored the in-school program: i.e. interest in out-of-school activities, and relationships with peers and adults.

Among the three sample groups, completion of high school education was: camp group, thirty-two percent; comparison group in school, sixty percent; well adjusted group, ninety-seven percent.

A SUGGESTED SCHOOL CAMPING PROGRAM FOR KANAWHA COUNTY SIXTH GRADE

Dissertation Abstracts
Volume 16 # 1 p. 78
Order # 15464

By: Arnold Craddock, Ed.D.
George Peabody College for Teachers
1955

Purpose

The purpose of the study was to find out if school camping as an integral part of the curriculum would contribute to the achievement of established educational goals in Kanawha County, West Virginia.

Procedure

A questionnaire was devised and sent to school camp and school personnel in several states. Learning experiences provided in the various school camp programs were evaluated. Kanawha County parents and teachers responded to a check list. The existing classroom-program and manual-program was analyzed to determine whether a camping program was either desired and/or needed.

Results and Conclusions

Both parents and teachers agreed as to the need and desirability for including camping in the school curriculum at the sixth grade level. Other recommendations were: (1) the program should be co-operatively planned, (2) the program should be based on those learnings which cannot be provided for as well, elsewhere, (3) a program of in-service pilot projects and workshops should be under-taken to implement the school camping project.

AN EVALUATION OF THE YEAR ROUND SCHOOL CAMP OF LONG BEACH

Dissertation Abstracts
Volume 13 # 3 p. 333
Order # 5025

By: Nadine A. Cragg, Ph.D.
University of Michigan
1953

Purpose

The purpose of the study was two-fold: (1) to determine the effects of a one week school camp experience on certain aspects of child development, and (2) to appraise the educational results of the camp program as related to the stated objectives of the schools.

Procedure

Data were obtained from experimental and control groups of fifty sixth graders. Achievement in the areas of language arts, vocabulary,and nature study were compared and analyzed. Pre and post camp data were studied to determine changes among the children during the school camp phase of the experiment.

Evaluative techniques used included "Guess Who" responses, sociograms, interviews, rating scales, check-lists, questionnaires, wire-recordings, and satisfaction-dissatisfaction responses.

Results and Conclusions

General conclusions were: (1) that the one-week school camp experience did make some definite contributions to educational development according to the stated objectives and (2) while there were common elements of uniqueness, pupil reaction to the experience was individualistic, enthusiastic and varied. Children at camp showed greater improvement in intellectual development than those who remained in the classroom.

A STUDY TO DETERMINE THE SIGNIFICANT OUTDOOR EXPERIENCES FOR ELEMENTARY TEACHERS

Abstracts of Field Studies
for the Degree of Doctor of Ed.
Colorado State College of Education
Vol. 23, p. 112

By: Vincent A. Cyphers, Ed.D.
Colorado State College
1961

Purpose

The aim of this study was to identify those outdoor experiences which were significant for elementary teachers who wish to extend their instruction beyond the schoolroom.

Procedure

The periodical literature published between 1925 and 1958 was reviewed to select experience items to be used in developing a Personal Experience Inquiry Form. Experiences receiving a high rating on the Personal Experience Inquiry Form and mentioned frequently on the Free Response Form were used in constructing an Experience Attitudinal Inventory Form. This instrument was used to obtain judgemental ratings from elementary teachers and a jury of experts. Cyphers used a percentage analysis and Chi square technique in treating the data.

Results and Conclusions

Among the major conclusions were: (1) a majority of respondents had not received adequate emphasis on the use of outdoor resources in either their undergraduate or graduate studies; (2) most respondents had not participated in the 102 outdoor experiences in their professional education, but they had participated in more than half of these experiences in their background of experiences outside that of professional preparation; (3) teachers in both outdoor and non-outdoor school systems and jury members indicated high agreement on a majority of experiences making up the Experience Attitudinal Inventory Form.

CHANGES IN SELF-CONCEPTS AND SOCIOMETRIC STATUS OF FIFTH AND SIXTH GRADE CHILDREN AS A RESULT OF TWO DIFFERENT SCHOOL CAMP CURRICULA

Dissertation Abstracts
Volume 26#7 p. 3752
Oreder # 65-13419

By: Morris Davidson, Ed.D.
University of California
Berkley
1965

Purpose

Davidson investigated the relationship between two opposing school camp curricula and measured changes in pupil's social relationships and self concepts.

Procedure

Two classes of fifth and sixth graders were randomly assigned to two different philosophically oriented school camp programs: one adult centered, the other child centered. Pupils responded to a self-concept check list and to the Classroom Social Distance Scale.

Results and Conclusions

Both encampments produced positive change on the self-concept scale, but on entirely different items. Nevertheless, camper growth in self-concepts did not vary significantly betwen the two different approaches. Social relationships in both encampments also revealed positive change.

THE EFFECTS OF A SUMMER CAMP ARITHMETIC ENRICHMENT PROGRAM

Dissertation Abstracts
Volume 18#1, p. 163
Order # 24466

By: Forrest F. Evans, Ed.D.
George Peabody College for Teachers
1957

Purpose

This study investigated the effects of a six week summer camp arithmetic enrichment experience on the achievement of thirty elementary school boys.

Procedure

Subjects in the Experimental and Control Group were paired according to chronological age, arithmetic achievement scores, and ^.Q. The Stanford Achievement Test in Arithmetic was used for both pre and post testing. Over 115 different enrichment experiences were engaged in by the Experimental Group. Each boy's experiences were recorded in a daily log. The "t" Test for statistical significance was run at the conclusion of the camp period.

Results and Conclusions

A statistically significant difference favored the Experimental Group in every measured aspect. The Experiemental Group showed a significantly smaller loss of measured arithmetic ability over the summer period as compared to the Control Group.

The findings pose interesting implications for educators proposing year-round school programs.

A DESIRABLE OUTDOOR EDUCATION PROGRAM FOR ADULT EDUCATION CENTERS

Dissertation Abstracts
Vol. 29, p. 1673 A

By: David Louis Ferris, Ed. D.
Indiana University
1968

Purpose

Ferris studied outdoor education programs for adults. He wished to learn the status of these programs in the midwestern states, and to prepare guidelines for developing and conducting such programs for adults in the future. His study was limited to the adult education centers in cities of 25,000 to 100,000 population in Illinois, Indiana, Iowa, Michigan and Ohio with directors belonging to the National Association for Public School Adult Education.

Procedure

A questionnaire was used to elicit information from the directors of these centers in the study area in regard to outdoor education. Subsequently, Ferris constructed another questionnaire containing the factors or characteristics believed to be desirable in outdoor education programs for adults. This was submitted to a jury of twelve leaders or experts in outdoor education to obtain their ratings and suggestions. From these, an outline of factors thought desirable in adult outdoor education programs was developed, and conclusions and recommendations were made.

Results and Conclusions

Twenty public school adult education centers that met Ferris' criteria had outdoor education programs. Thirty other centers with some outdoor education courses were identified.

Ferris reported that only partial use was being made of the areas, facilities, equipment and resources available in these communities for adult outdoor education programs. He reported that the good programs included areas such as astronomy, archery, biology, boating, conservation, natural science, gardening, photography, and so on. For the most part, instructors in such programs were local educators, hobbyists, college majors in a science field, homemakers, and college students who had special qualifications in the way of experience and educational background in the particular program area.

The teaching methods most highly recommended for adult outdoor education classes were demonstrations, laboratory techniques, discussions, and problem solving. Ferris reported differences in opinion between his jury of experts and the adult education directors in regard to specific matters on his questionnaires; but both groups were in fairly close agreement on the general aspects of the study.

Ferris concluded that, (1) interest in outdoor education for adults will continue to grow, (2) the factors (purposes, objectives, and outcomes, etc.) selected by all his respondents provided an adequate guide for establishing such programs, and (3) adult education directors, in general, are interested in improving their programs in outdoor education.

PHILOSOPHY AND GOALS FOR OUTDOOR EDUCATION

Library
Colorado State College

By: Clinton N. Fitzpatrick, Ed.D.
Colorado State College
1968

Purpose

Fitzpatrick set out to develop a statement of philosophy for outdoor education and to identify its goals consistent with this statement of philosophy. He hypothesized close agreement among outdoor educators in regard to these goals.

Procedure

Fitzpatrick extracted the ideas of educational leaders and philosophers applicable to outdoor education and synthesized them into a statement of philosophy. Tentative goals were identified by surveying persons in outdoor education. These were organized into nine statements and submitted to a group of program directors to rate. They were submitted to three juries of ten persons each (1) experts in outdoor education, (2) leaders in the various disciplines and professional areas in education, and (3) superintendents of school districts having outdoor education programs ,to evaluate from the standpoints of agreement with the statement of philosophy and the significance to outdoor education. Reactions of the jurors were provided in percentage and number tables. No statistical analysis was made.

Results and Conclusions

The statement of philosophy resutling from his study is: Outdoor education is a method which utilizes resources beyond the classroom as a stimulus for learning and a means of curriculum enrichment. By extending the learning environment beyond the classroom, theoretical knowledge is enriched by practical knowledge gained through first hand experiences with people, places and things. The knowledge obtained through this direct approach to learning should enable the individual to better understnd the unity of all life. It should also help him to develop a sense of pride for the historical, educational, scientific, recreational, and inspirational values that are a part of his heritage. Ultimately, he should be able to play a more constructive role in the society of which he is a part.

All nine of Fitzpatrick's goals were approved by the outdoor education directors to whom they were sent, eight of the nine received the majority approval of all three juries. Since only one goal was rejected by only one jury, support appeared to have been provided for the hypothesis.

These are among the eight goals on which Fitzpatrick obtained agreement: (1) To help realize, through outdoor education, the full potential of the individual toward optimum development of mind, body and spirit; (2) to utilize fully and constructively resources beyond the classroom as a stimulus for learning and a means of curriculum enrichment; (3) to develop awareness, appreciation, and understanding of the natural environment and man's relation to it.

LAW AND LIABILITY OF MUNICIPAL CHARITABLE AND PRIVATE CORPORATIONS FOR CONDUCTING RECREATION CAMPS

By: William H. Freeberg, Re.D.
Indiana University
1949

Purpose

Purposes of the study were: (1) to determine the legal liabilities of municipal, charitable and private organizations related to the operation of a recreation camp, and (2) to analyze state department regulations applicable to recreation camps.

Procedure

Freeberg investigated previous studies, legal texts, periodicals and state law journals. The statutes of each state were searched. Statutes relating to the problem were then examined and analyzed. Court decisions were searched in similar manner. The most recent cases were traced and their validity confirmed through Shepard's Citator.

Results and Conclusions

Fifteen major conclusions were drawn from the study. These included: (1) recreation camps are affected by laws at all governmental levels, municipal, state, and federal; (2) specific state health and sanitation regulations in most instances have the power of law; (3) camp leaders are considered in loco parentis, as being the lawful parents of the children forwhom they assume responsibility; (4) the liability for charitable corporations for torts varies from unqualified liability in a few states to full immunity in others; (5) some courts consider camping an extension of the park and playground system; (6) the American Camping Association standards are legally and ethically sound.

Dissertation Abstracts
Volume 23, P. 2754

By: Marion Luhman Gilbert, Ph. D.
University of Nebraska,
1962

Purpose

Gilbert wished to determine if and in what way guided museum tours were of value in teaching certain aspects of biology and of creating interest in the biological sciences.

Procedure

A group of 112 high school biology students made four trips to the University of Nebraska State Museum. A comparable control group was taught the same subject matter through conventional methods. Gilbert administered the Nelson Biology test and an instrument he constructed on a pre and post test basis to both groups. In addition, pupils and teachers of both groups completed questionnaires relative to their previous museum attendance, their attitudes, and their interests relating to the field trips.

Results and Conclusions

There was no significant difference between the field trip and control groups on the Nelson Biology test. A highly significant difference in favor of the field trip group was obtained on Gilbert's instrument that dealt with the specific units of study, however.

Although most of these pupils had previously visited a natural history museum they were of the opinion that all biology classes should visit one as a part of their studies. Dissatisfaction was expressed by many pupils about the limited period of time they were allowed on the field trips. The teachers agreed in the belief that the museum tours were valuable.

Gilbert concluded that half-hour tours of a natural history museum can make possible significant gains in achievements in the areas in which the museum is a rich resource. He concluded that such trips help to make biology more realistic, increase knowledge and the appreciation of the environment, and create interests. He emphasized the need for preparation and followup activities, adequate time for the observations, and the preparation of the teachers for the tours.

A STUDY OF ADMINISTRATIVE FACTORS IN ESTABLISHING A PROGRAM OF SCHOOL CAMPING

Dissertation Abstracts
Volume 10#2 p. 41
Order # 1488

By: John W. Gilliland, Ed. D.
New York University
1949

Purpose

The purpose of the study was to appraise and analyze administrative practices and policies related to the development of school camping programs.

Procedure

Gilliland gathered data through personal interview, school camp visitations and from the literature. Observations and interviews took place in forty school systems operating camps. A list of administrative problems was rated by a jury of ten specialists, who then evaluated statements of administrative policy and practice as to desirability.

Results and Conslusions

Twenty-one administrative practices occurring in a majority of school camps were identified. Ten administrative policies that should guide camp operation were listed. Gilliland's final recommendations pertain to: (1) developing interest, (2) planning the program, (3) staff selection, (4) health and safety, (5) interpreting camp to community, (6) financing the school camp, (7) developing leadership, (8) business management, and (9) meeting legal problems.

Dissertation Abstracts
Volume 23, p. 2755

By: George Portsmouth Graff, Ph.D.
Ohio State University
1962

Purpose

Graff set out to identify the resources that Ohio children in grades four, five and six considered to be important, and the extent and source of their understandings about these resources.

Procedure

Graff had 2,232 pupils write essays entitled "What Conservation Means to Me" and to provide biographical data and information about the sources of their conservation understandings. The essays were examined for mention of various types and categories of resources. Analyses were made about the depth of understanding indicated in the themes. The data were categorized and analyzed according to grade level, parent, occupation, community size, etc. The pupils' teachers supplied information about their own exposure to conservation courses and workshops, etc.

Results and Conclusions

Plants, animals, soil, and water were mentioned most often by the pupils. About one fifth of them indicated understanding in only one of these areas, two fifths in two areas, one fifth in three, and about one tenth mentioned all four. Minerals, recreation, human resources, etc. were infrequently mentioned.

The number of resources mentioned incrased as the pupils grew older in rural areas; but in the cities and suburbs, the greatest numbers were mentioned by fifth graders. Children of professional and business men indicated greater understandings about the resources than did the children of farmers and laborers.

The school was seen as the principle source of conservation understandings, books were second, and parents and the home was third. Some children said that television was an important source.

Pupil conservation understandings were related to the exposure of their teachers to special conservation schools and courses, curriculum programs and inservice conservation training. They were independent of their teachers' university courses in Zoology and Botany. Pupil reading ability did not appear to be related to the number or depth of conservation understanding.

DEVELOPMENT OF AN INSTRUMENT FOR EVALUATING RESIDENT OUTDOOR EDUCATION LABORATORY SCHOOL PROGRAMS

Dissertation Abstracts
Vol. 27 p. 2276 A
Order #

By: Helen E. Grilley, Ed. D.
Colorado State College
1966

Purpose

Grilley wished to develop and validate an instrument useful for evaluating resident outdoor education laboratory school programs. A jury of experts was used for validating his instrument.

Procedure

Grilley used survey forms pertaining to curricular experiences and the principles of the resident outdoor education laboratory school programs, as well as the suggestions of consultants at Colorado State College to provide data for constructing his evaulative instrument. This instrument contained seven sections (1) principles, (2) objectives, (3) teaching methods, (4) pre-planning principles, (5) curriculum objectives, (6) procedures for follow-up, and (7) evaluation methods.

This instrument was applied to sixteen selected resident outdoor education laboratory school programs. Directors of these programs made judgements (always, frequently, never, and does not apply) about each of these items used on the instrument.

Results and Conclusions

A majority of the directors approved the (1) principles, (2) objectives, (3) teaching methods, (4) preplanning principles, (5) procedures for follow-up, and (6) evaulation methods items as they were presented. These, therefore were retained on a revised version of the instrument. With respect to the seventh area (curriculum objectives), a majority of the program directors approved all of the (a) language arts, (b) health, safety and physical education, (c) art, (d) music, (e) science, (f)social studies objectives, and six of the seven arithmetic objectives. Hence, those receiving majority approval were retained on the revised instrument.

SHORT FIELD UNITS IN CONTRAST TO THE LONG FIELD TRIP AS A VEHICLE FOR TEACHING BIOLOGY TO PROSPECTIVE ELEMENTARY TEACHERS

Dissertation Abstracts
Volume 23, p. 3248

By: Paul Egan Hafer, Ph.D.
Cornell University
1962

Purpose

Hafter wished to know if short field trips (of approximately 30 minutes) with definite limited purposes would be as effective and more convenient or easier to provide than longer field trips in teaching biology to prospective elementary teachers.

Procedures

Hafner's experiment was conducted at University College, Potsdam, New York in 1960-61. Six Biology sections (294 students) were divided into two groups. Comparability of the groups was indicated by a pre-test (No significant difference in group means was revealed by t.).

The two groups followed the same topical outline and visited the same nearby field sites. The three control sections participated in the traditional two-hour field trip; but the experimental sections visited the areas in four half-hour field trips. Afterwards, post-tests were administered to both groups. In the spring the groups were reversed and the process repeated. Instructors and students were asked to evaluate the appraoches with respect to interest, attention-span, etc. Their impressions were gathered by Hafer using anecdotal records, conferences and a short questionnaire.

Results and Conclusions

No difference was found in the post tests scores of the two groups. However, short trips were favored by the students when interest, attention-span, and comfort in cold weather were considered. Longer field trips were favored because of time losses, continuity, and scheduling. Hafer saw a number of cognizant responses on the student questionnaires that gave evidence of their appreciation for the values of out-of-doors experiences in teaching.

A HISTORICAL ANALYSIS OF THE SOCIO-CULTURAL FACTORS THAT INFLUENCED THE DEVELOPMENT OF CAMPING EDUCATION

By: Donald R. Hammerman, Ed. D.
Penn State University
1961

University Microfilms # 61-2370

Purpose

A review of the rise and development of school camping was a part of the total school curriculum as the primary objective of the study. The study also sought to identify the points of change or the beginning of specific trends in school camping.

Procedure

A review of literature aimed at an analysis of the underlying educational theory of school camping was utilized by the investigator. Sources reviewed include periodicals, history text books, letters and biographical information from key figures in outdoor education, and selected works in both educational foundations and philosophy.

The premis of the study was that the development of camping education was a natural outgrowth of the socio-economic forces at work in America during 1930-1960. Certain propositions characteristic of school camping were established with the resulting generalizations based upon both a topical method and a chronological system of corrobaration.

Results and Conclusions

The trend of American society towards urbanization gave need for the return to the elementary satisfaction that rises from outdoor living. The roots of camping in school theory can be traced to Pestalozzi, Spencer, Rosseau, and Hebart. The economic stress of the depression years gave rise to changes in the experimental educational curriculum just as did the booming World War II economy. Much grou work of the early school camping programs as well as much of the physical facilities were provided by the C.C.C.

As schools broadened their functions, school camping became another means to aid in extending the range of experiences of every school child. The study presents many conclusions and implications for camping education in the curriculum now and in the future.

AN INVESTIGATION OF THE EFFECT AN OUTDOOR EDUCATION EXPERIENCE HAS UPON ELEMENTARY EDUCATION STUDENT'S UNDERSTANDING OF HOW LEARNING IS FACILITATED

University Microfilms # 59-1906

By: William M. Hammerman, Ed.D.
University of Maryland
1958

Purpose

The problem under consideration was to determine the contribution of an outdoor education experience on a pre-service teacher's understanding of the learning process. A second phase of the problem was the illumination of problems inherent in measuring one's understanding of how learning is facilitated.

Procedure

Changes in an individual's understanding of how learning is facilitated was to be measured as an altering of his self-system and related concepts which are his feelings, opinions, attitudes, and behavior. The investigator developed an instrument to test the understanding and was administered both prior to and after the outdoor experience. A stratified sample of elementary education majors from Northern Illinois University were selected and tested during the spring semester 1957. Instruments used were the Q-sort of learning, and index of adjustment and values, and the American Council on Education Psychological Examination for college freshman.

Results and Conclusions

Comparisons were made between Sophomores, Juniors, and Seniors and by personality types and mental ability. No significant difference was found for the Q-sort and grade level for both before and after the outdoor experience. Sophomores and Juniors generally made greater gains than did Seniors. No difference was found by quartiles for the ability differences. Seniors with student teaching prior to the outdoor experience did not increase their understanding but seniors without student teaching experience showed a significant change in understanding in how children learn.

THE EFFECT OF AN ORIENTATION TO THE OUTDOORS ON TEACHING BEHAVIOR IN THE CLASSROOM

By: Billy D. Hauserman, Ed.D.
State University of New York, Buffalo
1963

Purpose

The study had as its focus the classroom performance differences between student teachers with an orientation to the outdoors and those without this orientation. An attempt was made to determine the differences in the teaching-learning processes utilized by the two groups.

Procedure

Elementary Education majors from the State University College of New York at Geneseo who did student teaching during the spring of 1963, were selected as the population for this study. An equal number of students in an experiemental and control group were selected. The experimental group received an introduction to outdoor education through observation of a sixth grade camping program, by viewing and discussing films as sophomores, and by becoming actively involved in a school camping program while taking part in a school outdoor education unit. Observations were made on the OSCAR instrument and an analysis of Varance statistical treatment was used.

Results and Conclusions

The student teacher group with an outdoor education revealed a statistically greater behavioral pattern in their teaching-learning processes used. The OSCAR (Observational Instrument) showed a statistical difference in the emotional climate in the two groups. The major findings were that student teachers with an outdoor orientation had consistently warmer, personal climates with greater emphasis on individual activities.

CAMPING IN NEW JERSEY: SUGGESTED ORGANIZATIONAL AND ADMINISTRATIVE PROCEDURES FOR CONDUCTING SCHOOL CAMPING PROGRAMS

University Microfilms # 58-600

By: Everett Louis Hebel, Ed. D.
New York University
1957

Purpose

This study was an attempt to formulate procedures for the New Jersey State Department of Education to use in organizing and administrating school camps for New Jersey Public Schools.

Procedure

A review of literature on camp organization and administration was made by the investigator. Directors of camping programs were contacted by the investigator who then made follow-up visits and personal observations of many of the camping programs. A study was also made of the factors that influence education in New Jersey.

Results and Conclusions

Using a set of sixty-eight guiding principles gleaned from the literature, the investigator isolated twelve factors as influencing New Jersey education. From these influencing factors, a number of recommendations were made as means of meeting educational objectives yet providing for the establishment and operation of outdoor school camps.

DETERMINING CHANGES COLLEGE STUDENTS UNDERGO IN SELECTED CATEGORIES AS A RESULT OF THE SCHOOL CAMPING EXPERIENCE

Dissertation Abstracts
Order # 65-1831

By: Ruth Heppel, Ed. D.
Wayne State University
1964

Purpose

The purpose of this study was to determine changes in college juniors after they had experiencedfive days of a school camp situation with children.

Procedure

Data were obtained from 45 juniors in a teacher preparation program through a questionnaire, a daily log, a supplement to the log, and by an attitude scale of teaching values.

Results and conclusions

Students who were majoring in elementary education generally reacted differently from secondary majors. All students experienced anxiety the first two days but this gave way to confidence later on in the week. attitudes expressed as changed include awareness to the different environment, appreciation for informal group activities, individual differences, insights into children's interest spans, cooperativeness, eagerness and personality fluctions. Elementary students generally formed more positive attitudes toward a camping program than did the secondary majors.

AN ANALYSIS OF THE DEVELOPMENT AND USE OF OUTDOOR LABORATORIES IN TEACHING CONSERVATION IN PUBLIC SCHOOLS

University Microfilms #58-928

By: Clyde W. Hibbs, Ph.D.
University of Michigan
1957

Purpose

The extent of development and use of outdoor laboratories for teaching conservation by public schools was the primary objective of the study. The study incorporated three parts, namely, the need for teaching conservation in the schools and the opportunities needed for such teaching; the factors to consider in procuring and developing laboratory areas; and thirdly, the use made of the laboratory areas. From the study of the schools covered in this study, guiding principles could be formulated.

Procedure

Schools in North Carolina, West Virginia, Ohio, and Michigan were querried by mail, then personal follow-up visits were made by the investigagor. Data were classified and sifted to allow for the development of the set of guiding principles.

Results and Conclusions

Suggestions for the development of outdoor laboratory areas are given with the main emphasis upon the use of committees and the personal involvement of as many persons who would likely use the facilities. Non-school members of the committees should be selected on the basis of the ability of the individual to contribute to the work of the specific committee. Of the ten guiding principles formulated by the investigator, the first and foremost is that the primary function of the outdoor laboratory is to provide learning opportunities necessary in implementing a sound conservation education program.

A REPORT OF AN OREGON SCHOOL CAMP WITH PROGRAM EMPHASIS UPON OUTDOOR SCIENCE EXPERIENCES

By: E. Irene Hollenbeck, Ed.D.
University of Colorado
1958

Purpose

The dual objective of this study was to determine the extent and kinds of outdoor science experiences provided to Oregon school age children, and to determine the feasibility of providing for outdoor science experiences through a school camping program.

Procedure

A survey of out-of-doors science experiences was made of seniors in selected high schools in the state. Results indicated few such experiences; therefore the investigator set up a pilot program of camping for fifth or sixth grade students so an evaluation of their outdoor experiences could be made.

Results and Conclusions

The results of the study indicated that little provision had been made for outdoor learning experiences in Oregon schools. Through an analysis of established camps' records, as reported by pre-camp, post-camp sociometric tests, interest inventories, and through artisitc representations of children; through opinionnaires from parents and participants; and through interviews with teachers, administrators and other resource persons, it was reported that a school camping program would enhance the development of science learnings. The investigation resulted in recommendations that school camping programs should be encouraged in Oregon.

EDUCATIONAL SPECIFICATIONS FOR THE OUTDOOR SCHOOL

Dissertation Abstracts
Order No. 66-1337

By: Paul Barringer Homan, Ed. D.
Universtiy of Denver
1965

Purpose

By studying the curriculum offerings and the administrative problems, a set of specification could be developed for governing the establishment or operation of an outdoor school.

Procedure

Literature was reviewed to determine criteria for the establishment of outdoor education facilities. These factors were submitted to a panel of experts for validation and ranking. The four areas resulting were: curriculum, site selection, administration, and facilities development.

Results and Conclusions

Results were reported in very general terms that make the study almost impossible to be used. Most significant of the results was that all facilities should be developed for the needs of the specific program offered. Also, studies need to be made on determining the effectiveness of outdoor education programs, changes in the attitudes of participants, and the defining of objectives in terms of the total school curriculum.

ANALYSIS OF THE FACTORS WHICH INFLUENCE ELEMENTARY TEACHERS IN THE UTILIZATION OF OUTDOOR INSTRUCTIONAL ACTIVITIES

Dissertation Abstracts
Order # 64-11064

By: John Wallace Hug D.Re.
Indiana University
1964

Purpose

This study was an attempt to discover and analyze the factors which either encourage or discourage the use of outdoor instructional activities by intermediate elementary teachers.

Procedure

An instrument for interviewing intermediate elementary teachers about school, environmental, and teacher-related facotrs was developed. Factors were related on a continuum from strong encouragement to strong discouragement. Teachers using outdoor instructional activities were compared to teachers who did not utilize the out-of-doors.

Results and Conclusions

Although most factors were not statistically significant, teachers active in outdoors activities were younger, had more children, had 1.3 fewer years teaching experience, had more degrees, had attended more college outdoor related courses and had been enrolled in college more recently than the non-active teachers. Farm raised teachers tended to stay away from outdoor activities.

The make-up of the class had little bearing upon the use of the out-of-doors but classes with one or more low IQ students less often used the out-of-doors.

Classroom factors of grade level, ability level, availability of proper clothing, general health, and socio-economic class had no or only minor influence on the utilization of the out-of-doors. Not one of the Community-Factors was significant. Little or no influence on the use of the out-of-doors was found for the Teacher-Factors of age, health, home responsiblity, personal grooming, educational preparation, and disruption of the usual classroom routine.

A QUANTATIVE AND QUALITATIVE STUDY OF FACILITIES FOR SCHOOL CAMPING AND OUTDOOR EDUCATION ON STATE OWNED LANDS IN ILLINOIS

Dissertation Abstracts

By: Florence M. Hulett, Ed. D.
University of Oregon
1960

Purpose

The purpose of this study was to evaluate the quantity and quality of facilities for school camping and other outdoor education on state owned lands in Illinois. Facilities studied include parks, forest preserves, and state conservation areas. The main object was to formulate a checklist of evaluative criteria.

Procedure

All areas were personally visited by the writer where data were collected on historical significance, scientific, surface water features, wooded areas, wilderness areas, wildlife, soil and topography, natural beauty and appeal, freedom from natural hazards, service, recreational, educational, and cultural facilities.

Results and Conclusions

All surveyed areas had facilities for some phase of outdoor education with 83% having picnic and camping facilities. It was found that no public school in Illinois was more than 40 miles from a stat owned facility for school camping and outdoor education. Parts of South Central Illinois has access to Federal forest lands. Recommendations were made for the way these facilities could be used by public schools as well as by teacher-training institutions.

AN EVALUATION OF A SEMI-OBJECTIVE METHOD FOR APPRAISING SELECTED EDUCATIONAL OUTCOMES OF SCHOOL CAMPING

By: Tessa Mae Johnson Ph.D.
University of Southern California
1957

Purpose

This is an attempt to (1) develop certain techniques to appraise changes in achievement, interest, behavior, and social status in Junior High school pupils who experienced one week of school camping; (2) to establish criteria to evaluate the effectiveness of these appraisal techniques; (3) to apply these techniques to a specific school camping program; and (4) to evaluate the effectiveness of each separate technique and method as a whole in terms of the information derived from these applications.

To develop an appraising instrument, the following questions must be answered: What are the objectives of general education? What is the potential of campingin relation to these objectives?, What techniques might be used for appraisal?, What criteria is appropriate for effective evaluation?, and, What extent does this criteria operate when applied to a specific school camping program?.

Procedure

Johnson studied literature relating to objectives of education and the place of camping in such a program as well as reviewing studies on criterion for evaluation or appraising a secondary school camping program. She then developed appraisal instruments that utilized teacher and student evaluation and then administrated them to groups in the San Diego, California schools. The Criterion list in Chapter Three is very complete.

She used teacher's grades in general and social sciences, citizenship; a self-rating activity check-list of pupil interests; a peer-rating "guess-who" questionnaire of pupil behavior traits; and a sociometric questionnaire of social status all as data gathering instruments.

Results and Conclusions

With matched groups of campers and non-campers it was found that teachers grades were not significant as a measure of change in pupil achievement in general science, social science, or in citizenship. The pupil self-rating activity check-list gave data that was statistically significant as did the "guess who" questionnaire. There was little increase if any in the acceptance of an individual during the one week experience. Group cohesion significantally increased during the stay in camp. It was found that, although these evaluatives met the criterion as an appraisal instrument, they were too time consuming for practical routine use.

A STUDY OF THE EXPERIENCES OF CAMPING FOR THE PURPOSE OF POINTING OUT WAYS IN WHICH A SCHOOL CAMPING PROGRAM MAY SUPPLEMENT THE ELEMENTARY SCHOOL AT THE SIXTH GRADE LEVEL

Doctoral Dissertations
Order # 25,496

By: Viola K. Kleindiest, Ed. D.
New York University
1957

Purpose

This study represents a determination of the potential of camp experiences as means of attaining objectives of the sixth grade curriculum. Objectives of the elementary program at the sixth grade level must be identified and then camping experiences that could contribute to the achievement of these objectives must be described and evaluated. After an evaluation, guidelines for the operation of school camping programs could be developed.

Procedure

A review was made of pertinent literature involving objectives of education, descriptions of camp experiences, and principles of school camping. Both state and national objectives of education were studied. The objectives, descriptions, and principles were submitted to a jury of experts for judgements.

Results and Conclusions

Camping programs offer significant opportunities in meeting school objectives especially in the area of social living, appreciation, and communication. Guiding principles include the responsibility of offering more than just the three R's, activities selected and administered according to approved principles, it must functionalize the curriculum and offer vital living-learning experiences for the children as well as for the teachers involved.

EFFECTS OF SCHOOL CAMPING ON SELECTED ASPECTS OF PUPIL BEHAVIOR -- AN EXPERIMENTAL STUDY

Doctoral Dissertations
Order #

By: Herman C. Kranzer, Ed. D.
University of California at Los Angeles
1958

Purpose

The object of this study was to objectively measure the effects of a 5-day resident camping experience of two sixth grade classes in Pennsylvania as compared to one class which did not experience the camping activities. Aspects considered were social, emotional, intellectual, physical, and democratic group living. A second purpose was to generalize about the improvement of instruction by teachers who had undergone the camping experience.

Procedure

Three classes of sixth graders were utilized in this study with two classes receiving a camping experience. Instruments for "objectively" measuring the effects of the experience include: Woods "Behavior Preference Record," "Haggerty-Olson-Wichman Behavior Rating Schedule," and sociograms. Instructional improvement was evaluated by "Baxter's Rating Scale of the Teacher's Personal Effectiveness," and by observations and opinions of teachers, student teachers, parents and visitors.

Results and Conclusions

Social and democratic behavioral changes take place more rapidly during a camping program than during a regular school classroom program. Boys seemed to profit more than girls. Low mental ability students showed a slight improvement in critical thinking. The number of isolates tend to increase beyond what would normally be found in the classroom.

Ratings by adults generally favored camping as increasing group acceptance, better motivation, and stimulation of classroom work. Adult ratings were generally higher than ratings from the test instruments; thus the standardized instruments available may not be very valid in measuring a change that takes place in such a short period of one week.

Doctoral Dissertations
Order #

By: Everett Delmer Lantz, Ed.D.
University of California at Los Angeles
1955

Purpose:

This study was devised to formulate a set of principles for the operation and administration of camps by colleges and universities.

Procedure

Literature was reviewed along with information from "authorities" and from a survey of college camp directors. From this data, the writer compiled a list of suggestions for effective camp operation.

Results and Conclusions

Although college camps exist for different reasons, there are commonalities. Camps should be modern rather than primitive and should have facilities for a minimum of seventy-five students and a maximum of one hundred and fifty. Both elementary and advanced courses should be offered. As camps generally rely upon motor transportation, the camp should be located near an all-weather road. Staff members should basically be regular staff members with only a few visiting professors. Adequate health facilities are a must and a preregistration examination should be required. An adequate physical plant is needed with the areas of Service, Instructional, Living, and Central as the usual arrangement. To insure and adequately manned staff, student help should be utilized as much as practical.

A SURVEY OF THE DUTIES AND RESPONSIBILITIES OF PROFESSIONAL SCHOOL CAMP DIRECTORS AND COUNSELORS IN A SELECTED GROUP OF CALIFORNIA CAMPS

Graduate School
University of Oregon

By: Dorothy Lou MacMillan, Ed.D.
University of Oregon
1957

Purpose

MacMillan wished to survey the school camp directors and counselors in a number of California school camps to identify their duties and responsibilities and to use this information as a basis for developing recommendations about the preparation of professional workers in the field.

Procedure

Data were obtained by reviewing the relevant literature, by interving school camp experts, teachers, and administrators, by visiting camps, attending outdoor education and school camping conferences, and through eighteen years of experiences as a counselor and director in school camps or in the camping field. Among others, all the camps operating for the entire school year in southern California were visited.

Results and Conclusions

MacMillan reported that (1) an excessively wide ratio between campers and trained persons existed, and (2) her respondents believed counselors and directors should have special training, teaching experience, and experience in organized groups or club work, and they need training in science, inservice training, camp counseling, arts, crafts, and music. She reported that (among many others) they believed a special knowledge and interest in children was important and that they needed understandings about working with people and required administrative skills.

Among MacMillian's recommendations are, (1) training should be provided in teacher training institutions for individuals in school camping and outdoor education, (2) counselors and directors should be accredited teachers, (3) counselors should have training and experience in the methods of teaching in outdoor education and camping, all areas of the basic sciences, appreciation for environment, conservation, and ecology of life, and (4) directors of programs should have additional training and experiences in developing courses of study administrative processes, and teacher education.

In addition to the above, MacMillan provided a long list of such findings and recommendations for the training and preparation of counselors and camp directors.

McCall Company
New York, 1930

By: Bernard S. Mason, Ed.D.
Ohio State University

Purpose

Here is a Redbook award winning inquiry into the "educational" aspects of summer camping from the camper's point-of-view. Mason wanted to learn what boys and girls thought about (1) the effects of camping on personality and character, (2) camp leadership, (3) use of camper time, and (4) the activities in camping programs.

Procedure

Mason interviewed 93 boys and girls attending 91 private summer camps. These children were all of those from a residential area of Columbus, Ohio that had attended summer camp. In each interview of about two hours, Mason privately talked over the camping experiences of his subjects and "drew them out" in regard to various concerns, interests, etc.

Results and conclusions

Mason's findings are reported in number and percentage tables. Each item is discussed in detail and related to other studies and Mason's own previous experience.

Mason found that (1) the moral tone was high at these camps, (2) smoking, swearing, and gossiping were the only undesirable results to which campers referred, and (3) campers saw social adjustment, proper physical habits, and development of self reliance as important gains. Work and loss of honors were considered to be the most effective punishments. Most dreaded was loss of swimming privileges.

Campers preferred counselors who (1) were friendly and approachable, (2) were strict and maintained order, (3) participated with the campers, (4) were sympathetic and understanding, (5) were fair, (6) were effecient, (7) were athletic, (8) were not bossy, and (9) were not unnecessarily severe.

Mason found that nearly all campers (1) were required to work on a definite schedule, (2) had all the time to themselves they wanted, (3) preferred to schedule their time in camp, but wanted some choice as to the activities comprising it, and (4) that older boys thought they should have greater freedom from compulsory activities. In general, less compulsion, but not less schedule wanted.

Mason stressed the role of interest in selecting camp activities and concluded that many "high interest activities" were not being universally used - that more varied programs were needed. Swimming was the most popular activity and nature lore rated relatively low. The joy of personal achievement was clearly emphasized Campfires were found to be popular, but Indian dancing and the Council Ring were not used extensively.

Mason maintained that the needs and wishes of campers are critical factors in successful camping programs. If they are met the experience is apt to be very satisfying; if not, disappointment and frustration result. The primary compulsion in planning and developing camping programs, says Mason, is the compulsion of interest.

CONTRIBUTIONS AND POTENTIALITIES OF SCHOOL CAMPING

Taft Library

By: Eloise McKnight, Ed.D.
Teachers College, Columbia
1952

Purpose

The purposes of this study were to (1) point out the values and potentialities of educational camping, (2) show how camping can be an integral part of the educational program ,(3) emphasize concepts and principles maximizing the value of camping experiences, and (4) provide assistance for those initiating camping programs.

Procedure

McKnight surveyed the relevant literature, conducted interviews with many specialists and educators, made inquiries of state departments about programs in operation, examined brochures, reports, and unpublished materials, and spent six weeks in research at National Camp collecting data for this study.

Results and Conclusions

McKnight outlines the factors and trends in American life affecting school camping. The potential of school camping for meeting modern needs is discussed at length. The educational concepts and principles underlying camping programs are analyzed and illustrations of ways schools utilize camping as an integral part of the school curriculum are provided. Finally recommendations regarding legalities, finance, facilities and equipment, leadership, program, etc. are set forth. McKnight states that there can or should be no set pattern; each school should consider a variety of possibilities as it develops its own program.

McKnight makes these points: (1) the gains made by children in school camping are not merely the outgrowth of getting children into a camping situation; the quality of leadership and program in which they participate are the two major factors in providing them. (2) Activity for activities sake is to be avoided. Each experience should be carefully measured against standards and goals set in the beginning of the planning. (3) Mere accumulation of isolated facts or activity for activities sake has little place in a curriculum designed to make an individual more capable of dealing with future life situations. (4) In the final analysis the primary goal of any school camping project is the production of desirable changes in the individual; the facilities, activities, acquisition of knowledge and skills are important only as a means by which these changes can be produced.

Cornell University Library
Ithaca, New York

By: Gilbert Warren Mouser, Ph.D.
Cornell University
1950

Purpose

Mouser wished to learn the nature of training for outdoor education leadership available. He saw leadership training as the critical factor if outdoor, conservation, and camping education were to gain importance. Hence, the need to know the status of training for teachers and leaders.

Procedure

Mouser visited one hundred youth camps to interview directors and staff relative to the training of staff members. He visited and examined twenty-one centers believed representative of training programs in general, and administered questionnaires to staff persons and students in these programs. He also questioned school administrators and state education officials in regard to outdoor education needs.

Results and Conclusions

Mouser reported that 18 states had no programs of training for outdoor leadership. The greatest numbers of such programs were in California, Texas, Michigan, North Carolina and Illinois. He reported that the National Audubon Camps, the Ohio Laboratory, and the Purdue Camps were doing effective work in preparing outdoor leaders.

Most programs operated only in summers and were classed as summer camps, workshops, and laboratories. Some were conducted by colleges on their own campuses or in extension. Sponsors were of five types (1) private organizations, (2) state departments, (3) colleges and universities, (4) civic groups, and (5) individuals. Emphases varied: (1) conservation education, (2) camping skills, (3) nature study, (4) social development, (5) outdoor education, etc.

Students attended mainly because of an interest in nature or the desire to teach conservation. They said that the important outcomes related to nature study, field activity, conservation, and teaching aids; and that this training had a major impact on their teaching methods. Most wanted greater emphasis on field study in the programs.

The directors were mostly biologists or specialists in related fields wanting greater emphasis placed on soils, wildlife management, forestry, and field study of birds, fish, plants, etc. Offering the training in a camp situation was considered an advantage. Most directors thought it more important to emphasize basic field information than methods of teaching.

Mouser recommended that (1) week-end conservation education workshops be offered more frequently for school administrators, university faculty, and teachers, (2) colleges and universities lend greater assistance to programs of outdoor teacher education, (3) directors examine and evauluate their programs to make them more effective, (4) appropriate state agencies be more active and lend greater assistance, and that (5) workshops be operated for longer periods (say six weeks) in camp settings and include greater amounts of field study emphasizing ecological relationships.

A STUDY OF SCHOOL CAMPING WITH SPECIAL EMPHASIS ON PROGRAM OBJECTIVES, CURRICULUM, ADMINISTRATION AND EVALUATION

Anderson Memorial Library
University of Houston

By: Nathan Hale Pepper, Ed.D.
University of Houston
1952

Purpose

Pepper set out to analyze school camping programs to: (1) identify their objectives and contributions, (2) identify and describe existing practices, (3) demonstrate the relationship between school and camp curricula, and (4)evaluate programs by determining what parents, children and teachers consider to be valuable about school camping programs.

Procedure

Data were obtained by, (1) reviewing relevant publications, and reports,and (2) personally visiting eleven school camping programs. Pepper devoted three months to these personal visits and spent "several days to two weeks"at each place. He used a questionnaire to elicit organizational data, participated in the programs, and asked parents, teachers, and pupils to react to their camping experiences.

Results and Conclusions

Camping should supplement classroom instruction and there are values in camping which cannot be experienced or taught anywhere but in an outdoor environment according to Pepper. He found school camping to be making significant contributions in, (1) social living, (2) healthful living, (3) purposeful work experiences, (4) recreational living, and (5) outdoor education or appreciation of nature. These were emphasized in the objectives set forth for the camping programs. He also found that they had a definite contribution to make in all the school subject areas.

The "administrator" was found to be of basic importance in developing and maintaining an effective and efficient program. He was also found to be the person expected to provide leadership in developing interest in a program -- laymen being inadequate in this regard. Pepper saw a need for a close relationship between the total school program and the camp program.

Pepper's principles of school camp organization call for a simple organizational plan in which much authority and responsibility is delegated to individual campers.

Pepper found remarkable agreement among opinions of campers, parents and teachers regarding the values of school camping. Among the most important to campers were: (1) learning to get along with other students, (2) making new friends, (3) manners, and (4) social relationships. Parents agreed that camp contributes much to their children's education, whereas teachers point to values such as: (1) responsibility, (2) cooperation, (3) friendships, (4) community responsibility, and help provided in such areas as Biology, Erosion, Wildlife, English, and Arithmetic. Pepper recommends that more schools include camping in their educational program and offers guidelines and recommendations for developing and operating such programs.

SCHOOL CAMPING IN FLORIDA: A GUIDE FOR LOCAL SCHOOL ADMINISTRATORS IN PLANNING, ESTABLISHMENT AND ADMINISTRATION OF SCHOOL CAMPING PROGRAMS

Dissertation Abstracts
Vo. 19, p. 2812

By: Frank Excell Philpott, Ed.D.
New York University
1958

Purpose

Philpott devoted his research to constructing a guide for school camping in Florida. He wanted to determine the objectives, ascertain the influencing factors, establish guiding principles, and subsequently develop a Florida State Department of Education guide for initiating and operating school camping programs.

Procedures

Objectives, influencing factors and guiding principles were obtained by searching the literature and from personal interviews. These were organized into an instrument that was reviewed and validated by juries of school camping authorities and Florida educational leaders. These and other accumulated data were used as the foundation for his guide.

Results and Conclusions

School camping objectives were identified and related to the objectives set forth for Florida schools. Among fifteen influences that Philpott listed were, (1) recognition of the need for conservation, (2) a national surge to the outdoors, (3) increases in juvenile delinquency, (4) acceptance of the concept of the whole child, (5) the activity approach to the curriculum, and (6) acceptance of the values of direct learning in the out-of-doors. Specific administrative factors found to be influencing camping programs included those of staff selection, public relations, program planning, health, safety, evaluation, and finance. In total, a list of 123 principles for school camping applicable to Florida schools was developed and reviewed by the jury.

This study resulted in an administrative guide entitled School Camping in Florida. Among the areas covered in this guide are, (1) History of school camping, (2) public relations, (3) the school camping program, (4) staffing the program, (5) sites and facilities for school camping, (6) administration and organization, (7) health and safety, (8) legal aspects of school camping, and (9) leadership development.

AN ANALYSIS OF SELECTED OUTDOOR EDUCATION PROGRAMS AND RECOMMENDATIONS FOR CURRICULUM AND IN-SERVI E EDUCATION FOR THE OUTDOOR EDUCATION PROGRAM OF THE JEFFERSON COUNTY COLORADO PUBLIC SCHOOLS

Dissertation Abstracts
Volume 25, page 200

By: Mabel Gertrude Pulliam, Ed.D.
Colorado Tate College
1963

Purpose

Pulliam set out to survey successful outdoor education programs and to use the data to improve the Jefferson County, Colorado, outdoor education program and teacher inservice program for outdoor education.

Procedure

Pulliam reviewed the literature and subsequently developed a questionnaire that was submitted to the directors of some sixty jury selected outdoor education programs. These data gave Pulliam a foundation for developing tentative recommendations to the school district in regard to improving its outdoor education program. Primary emphasis in these recommendations was on curriculum or program. These tentative recommendations were submitted to an "expert jury" for review. They were then revised for presentation to the school district. A plan for inservice training of teachers was included.

Results and Conclusions

Pulliam recommended that the outdoor education program be expanded in nearly all curricular areas and include conservation and outdoor skills. She recommended specific objectives for the program; specific concepts, understandings, and "facts" for areas such as conservation of forest and grassland, water, soil, wildlife, and beauty of nature, etc. Pulliam provided and listed specific activities for language, for instance, such as letter writing, creative writing, public speaking; and for mathematics, orienteering, land measure, etc. Similar types of activities were recommended for other curricular areas. Plans were developed for a series of teacher meetings and workshops to provide teachers with outdoor experiences.

A PROPOSED INTERDISCIPLINARY APPROACH TO AN OUTDOOR EDUCATION PROGRAM IN THE PROFESSIONAL TEACHER PREPARATION CURRICULUM AT WEBER STATE COLLEGE

Dissertation Abstracts
Volume 28 p 1333-A

By: Raymond Elmo Rhead, Ed. D.
University of Utah
1967

Purpose

In this study, Rhead wished to develop a proposed interdisciplinary approach to an outdoor education program in the teacher preparation curriculum at Weber State College. To do so, he had to, (1) survey the programs in operation in western colleges and universities, (2) establish a set of objectives to guide the program he proposed at Weber, and (3) develop the proposed program.

Procedure

A tentative list of outdoor education objectives was constructed by Rhead and submitted to an expert jury for analysis. Items the jury ranked high were retained on the revised list used by Rhead. He then constructed a survey questionnaire, tested it, revised it, and then sent it to administrators in fifty western colleges and universities. The data obtained from this survey and the objectives were used by Rhead as the basis for developing his proposed interdisciplinary outdoor teacher education program. This program was subsequently submitted to a jury of experts for approval, and revised.

Results and Conclusions

Rhead found that eighteen of the colleges and universities that he surveyed had an outdoor education program, and seven had an outdoor teacher education program. Six of them required student teachers to have a resident experience in outdoor education. He found that interest was growing in western United States, and that a lack of published material and research existed. Rhead concluded that Weber had most of the resources that it needed for an interdisciplinary program in outdoor education.

Rhead recommended that a series of planned outdoor education experiences be made a part of the curriculum at Weber State College and that each division at Weber share in planning and providing these outdoor experiences for prospective teachers. He also recommended that a resident outdoor school be developed and that Weber cooperate with area schools to provide in-service training in outdoor education for their teachers.

A CLOSE VIEW OF THE 1952-53 CAMPING PROGRAM OF VERONA SCHOOL, BATTLE CREEK, MICHIGAN AS A GUIDE TO FUTURE ACTION

Advanced School of Education
Columbia University

By: Lawrence W. Rhoades, Ed.D.
Teachers College, Columbia
1953

Purpose

This study was designed to be an intensive survey of the school camping program of the Verna School in Battle Creek, Michigan and to identify ways and means to reinforce its strong or to correct its weak points. Rhoades purpose was to help teachers and pupils in this school to realize more fully the educational possibilities of the Clear Lake Camp and to make recommendations to other schools undertaking similar ventures.

The study was undertaken because, (1) some teachers seemed hostile toward the camping program, (2) some pupils lacked enthusiasm for the program, and (3) some parents were expressing doubts.

Procedures

This study dealt largely with the reactions of persons (teachers, counselors, pupils, and parents of pupils) participating in the Verona School camping program at Clear Lake Camp in December, 1952. The sixth grade pupils were interviewed before and after camp in regard to their experiences and findings. Sociometric tests were given to find if and how camping affected the social relationships within the several classes. Case studies were made of all pupils and parents of the participating sixth grade pupils who were interviewed. The work and reactions of the teachers and counselors before and after camp were recorded and analyzed.

Results and Conclusions

Rhodes listed eleven points of focus dealing with areas as normal or abnormal behavior of pupils at camp, attitude changes toward camp of parents and pupils, changes in pupil-teacher relationships at camp, and sociometric shifts within the classes after camp.

He provides a number of suggestions for improving the camping activities he believed would help future teachers and pupils enjoy more effective camping experiences - these resulting from interviews and statements by pupils in regard to what they gained or enjoyed most at camp and/or what they disliked.

Rhcades reported that the Verona teachers were pleased by the positive reactions to this particular camping session in such areas as educational, social, and recreational activities, health safety, and eating and sleeping conditions.

He listed twenty conclusions and made sixteen recommendations to help improve the use of Clear Lake Camp that might be of interest to those in other sections of the country planning similar programs.

A PRELIMINARY DEFINITION OF THE ROLE OF THE OUTDOOR EDUCATION COORDINATOR IN REPRESENTATIVE PUBLIC SCHOOL OUTDOOR EDUCATION PROGRAMS

Dissertation Abstracts
Volume 25, p. 5073
Order # 65-1336

By: Thomas J. Rillo, Ph.D.
Southern Illinois University
1964

Purpose

The purpose was to identify the perceptions of outdoor education coordinators of their own role, and the perceptions of school superintendents and teachers of the role of these coordinators. Rillo wished to identify points of consensus in the expectations of the referent groups.

Procedure

Role perceptions were ascertained by Rillo's checklist of 45 items of roles believed appropriate for outdoor education coordinators. This instrument was validated by jury and constructed to test the hypothesis: There is no significant difference of role expectations for the outdoor education coordinator position as perceived by the groups of role definers.

The superintendent, outdoor education coordinator, and three teachers in each of the 90 school districts in the United States having a three-day or longer resident program and employing a person to coordinate the program were asked to participate. Chi-square was used to identify any divergence in the expectations of the three groups.

Results and Conclusions

A 75% return was obtained. All groups gave the greatest response to the role: To assume leadership in planning and organizing the outdoor education program as an integral part of the total school curriculum. Teachers and coordinators gave their second highest response to: work closely with teachers and assist them in developing an outdoor education program for their classes. However, superintendents ranked: Assuming leadership for constant and continuous evaluation,and make recommendations for improvement of the outdoor education program, second highest.

Rillo s analysis revealed a lack of consensus on nine checklist items. Among these were items about the coordinator prevailing upon the board of education for increased allocation of funds, making policy changes and notifying teachers of such changes.

Rillo concluded : (1) This is a professional position instituted in the public educational system for the purpose of administering and coordinating the outdoor education program as an integral part of the total school program; (2) a major portion of his role is concerned with working with teachers and assisting them in developing an outdoor education program for their classes; (3) a high degree of consensus exists between the three groups used as role definers, and (4) the coordinators were adequately prepared for their positional roles.

Dissertation Abstracts
Vol. 16, p 1416

By: Martin Humann Rogers, Ed.D.
Syracuse University
1955

Purpose

Rogers' purpose was to gather, organize, and analyze the thought in outdoor education, thereby providing schools and teachers with a source to which they could turn for guidance.

Procedure

Rogers set out to identify points of agreement in three steps. First, he examined the literature in the field to identify all definitions, objectives and principles. These were synthesized into statements of definitions, objectives, and principles thought to be a consensus of writers in the field. Secondly, he tested these statements with the definitions, objectives and principles of education in general for consistency; and directly observed outdoor education programs to determine if they were actually being applied. Subsequently, a panel of nine authorities in the field voiced opinions about these composite definitions, objectives, and principles.

Results and Conclusions

A thorough analysis of definitions used in connection with outdoor education is provided. One definition approved by the jury is: Outdoor Education is a method of approaching educational objectives through guided direct, real-life, experiences in the out-of-doors, utilizing as learning materials the resources of the natural environment.

Twenty-one objectives received approval. These are in both the affective and cognitive domains and relate to the intellectual, physical, and social development of children. Included were: (4) to develop self-reliance, (11) to supplement reading and study and to enrich learning through real, direct experiences, (12) to develop powers of observation and scientific thinking, and (17) to increase the capacity for worthwhile emotional reactions.

Forty-nine principles received approval from the jury. Included are items relating to the expanding environment, real-life experiences, planning, school-community participation, teacher roles, and guides to administration. Among them are these: (2) the program content of outdoor education experiences should center on natural out-of-door resources and phenomena, (4) outdoor education should begin in the immediate environment with simple experiences and gradually expand to the ultimate development of school camping, (7) inexperienced pupils should have short trips and simple experiences, (13) cooperation and companionship are stressed rather than competition, (25) an outdoor experience requires adequate guidance. Merely being outdoors is not enough, and (42) school camps should follow standards of the American Association for health and sanitation.

A COMPARISON OF ASPIRATIONS WITH ACHIEVEMENTS IN A GROUP OF SELECTED MICHIGAN PUBLIC SCHOOL CAMPS

Dissertation Abstracts
Vol 17, page 1495

By: Paul Ernest Rupff, Ed.D.
Michigan State University
1957

Purpose

This study was to determine what was being achieved by selected Michigan school districts operating camps for short periods of camping. In effect, Rupff hoped to determine the extent to which the aspirations or objectives of such programs were being achieved.

Procedures

Objectives for short-term camping programs were identified by examining the literature and established educational criteria - self realization, human relationships, economic efficiency, and civic responsibility. Separate questionnaires were prepared for administration to children, parents and teachers of such programs to determine what they perceived to be the outcomes. These questionnaires were administered to 254 sixth graders, 173 parents, and 21 teachers in the programs being studied. Eighteen school administrators were interviewed about their perceptions of the value of their camping programs.

Results and Conclusions

Boy campers responses were similar to those of girl campers except in regard to work tasks and attitude toward teachers after camp. In general, they reported eating new foods, observing rules of safety, and learning about nature. They reported an increased need for friends and the need for skills in getting along with others. They stated they enjoyed camp very much.

Parents tended to agree with the children. Teachers, however, seemed more enthusiastic about the attainment of educational aims than either the children or parents.

In his interviews with superintendents, Rupff found their aspirations for school camping differed sharply from those of the teachers. Teachers emphasized program and curriculum, but superintendents emphasized the administrative aspects. Except for finance, most of the superintendents know little about the details of camping programs or what was being done. All of those with programs believed that the camp was achieving good results in science teaching, health and safety, development of personality, and special democratic values.

Rupff concluded that part-time camping in Michigan was achieving its aims to a reasonable degree but attention was needed in regard to uniform definitions, development of teaching methods, interpretation of values, and improved financial support. He recommended that school camping aims be re-defined in terms of the outdoor setting and that teaching methods center around exploration and problem solving.

AN ADMINISTRATIVE GUIDE FOR INITIATING RESIDENT OUTDOOR EDUCATION IN THE PUBLIC SCHOOLS

Dissertation Abstracts
Volume 27, Page 421-A

By: Frank Graff Schafer, Ed.D.
Teachers College, Colorado University
1965

Purpose

The primary purpose of Schafer's study was to develop guidelines for the initiation and operation of outdoor education programs. These were to be based upon the authors professional experience, the literature, professional opinion and current practice.

Procedure

After reviewing the literature, Schafer constructed a survey instrument and opinionnaire. Using this, he obtained information from personnel in 172 resident outdoor education programs in the United States.

Results and Conclusions

Schafer took the position that assessment or evaluation was needed in regard to all school activities in order to ascertain their real values. He maintained that resident experiences could provide unique contributions if they are thoroughly planned prior to operation and if they were based on sound educational goals and standards.

Ninety percent of the programs that Schafer identified for use in this research were in five states where substantial support was being received from universities, legislatures, school districts, etc.

These are among the guidelines that Schafer proposed: (1) Initiatory planning must be supported by administrators and teachers and be broad based. New practices should be tried out in pilot programs and coninuing programs of inservice training are required. (2) Programs should be seen as integral parts of the total school operation. (3) Leaders should have teaching skill, content knowledge, and previous experience in such programs. Employment of a specialist should be considered, and participating teachers and administrators should have reduced loads and/or extra salary for this work. (4) School districts should consider the joint operation of regional outdoor schools, or leasing facilities in order to provide better programs and to reduce costs. Pupils should bear a portion of the financial costs. (5) Objective evaluation techniques consistant with maintaining a flexible program should be used.

Teachers College
Contributions to Educ: #390

By: Lloyd Burgess Sharp, Ph.D.
Teachers College, Columbia
1930

Purpose

Sharp's study was primarily a plan for the reorganization of Life's Summer Camps as educational enterprises and the operation of them for four years making applications and recommendations as warranted from the program in operation.

Procedure

Sharp's analysis of agency camping provided perspective. Subsequently, he synthesized the aims and purposes of camping and education into one document and then developed specific recommendations to make the Life Fresh Air Farms into truly educational enterprises. Among his recommendations were these: (1) one person should direct the entire program, (2) "camping" should replace the expression "fresh air", (3) special efforts be made to increase the returnee rate from summer to summer, (4) children should be accepted only from organizations doing follow-up, (5) financing should be a year in advance, (6) buildings and equipment should be renovated and improved, and (7) record and bookkeeping should be revamped. Upon approval of his plans and recommendations, Sharp developed detailed working plans and educational programs for the camps so as to attain the educational objectives he had previously set-forth.

Results and Conclusions

After operating the camps for four years, Sharp reported that substantial progress had been made. Food standards were being met, financial contributions had greatly increased, holding and retention power had increased, the number of applicants was much greater than the number of vacancies, and the educational program was underway. He recommended that in the future, (1) the children should stay at the camps for more than two weeks, (2) that the camping season be lengthened, and the camps should be opened week-ends and holidays, and (3) that additional camps be opened to accommodate the several age groups of children, adults, and colored children.

THE EDUCATIONAL EFFECTIVENESS OF THE TRAVELING SCHOOL CAMP

By: Merlin J. Shaw, Ed.D.
University of California

Purpose

Purpose of the study was to describe, analyze and evaluate a traveling school camp planned according to criteria developed from principles of education related to extended school trips and school camping.

Procedure

The case study portion of the study involved identifying educational objectives and policies applicable to school trips and school camping, selecting criteria for a traveling school camp, recording events during various stages of the traveling school camp, and evaluating the project by applying the criteria and analyzing the data.

A comparative study was also undertaken to measure changes in a control and experimental group. Subjects were two groups of thirty (30) high school students sixteen to eighteen years of age. They were matched in pairs on the basis of age, sex, grade average, personality, socio-economic level, etc.

Data were gathered on a before and after basis from a number of sources including: student diaries, tape recordings, motion pictures, sociometric tests, Remmer's Attitude Scale for Measuring Attitude Toward Races and Nationalities, the California Test of Personality, The Cooperative American History Test and the Allport-Vernon-Lindzey Study of Values.

Results and Conclusions

The study showed substantial student growth in: attitude toward school work, American History scores, and personal and social adjustment. Girls improved most in school relations and social skills, while boys showed greatest improvement in social skills and family relations. Religious tolerance also improved.

Shaw concluded that in addition to academic progress achieved through school camp studies, the traveling school camp has a valuable contribution to make to social and total student adjustment.

A STUDY OF THE USE THAT IS BEING MADE OF THE OUT-OF-DOORS IN TEACHING IN THE PUBLIC SCHOOLS AND IN THE TEACHER TRAINING SCHOOLS

By: Eugene Shelar, Ph.D.
Cornell University
1949

Purpose

The problem under investigation is stated precisely in the title: to investigate the ways in which the out-of-doors is being used in the public schools and in the teacher training schools. Shelar considered programs in the following categories: school yards, school forests, school farms, school sanctuaries, and programs using privately owned facilities.

Procedure

The study was limited to programs operating only during regular school hours, and which were used as an integral part of the educational program. Shelar sent out 2,000 questionnaires and traveled 15,000 miles gathering data through personal interview and observation.

Results and Conclusions

Major findings consisted of detailed descriptions of school programs classified according to the above mentioned categories. Shelar also identified state laws pertaining to ownership of land by public schools for the purpose of maintaining an outdoor laboratory.

Among Shelar's conclusions were: relatively little field work was taking place in connection with teaching the natural sciences.

AN INVESTIGATION OF PERSONNEL PRACTICES AND PROGRAM ORGANIZATION IN PUBLIC SCHOOL CAMPING AND OUTDOOR EDUCATION

By: Lenore C. Smith, Ph.D.
University of Southern California
1951

Purpose

The purpose of the study was to investigate personnel practices and program organization of public school camping. The study sought to answer some of these questions: (1) upon what basis were counselors employed? (2) what were professional staff responsibilities? (3) how were pupils grouped for living? (4) what health protection measures were used? (5) were there identifiable emphases characterizing the various camp programs?

Procedure

The study was sponsored by the American Camping Association. Data were gathered from the literature, from visiting three school camps, and by means of a questionnaire. The questionnaire check list was designed to gather information related to the site, operating agency and facilities used, the program organization, personnel practices, and school community cooperation.

One hundred twenty-six school systems that had sponsored outdoor education or school camping programs were surveyed. Replies were received from 111 for a return of 88 percent. Fifty-five school systems from eighteen states were represented in the return. Eighty-six practices reported by the respondents were appraised by a ten member jury of experts. A summary of desirable practices grew out of the analysis of jury appraisals.

Results and Conclusions

The study revealed considerable variation in camp site characteristics and organization. Smith listed twenty-five major conclusions covering various aspects of personnel and program practices. No significant evidence was found to substantiate the belief that formal classroom procedures would unduly influence the school camp program. Smith recommended, among other things, that further study be made of program appraisal measures.

STANDARDS FOR SCHOOL CAMP PROGRAMS

By: John L. Squires, Ph.D.
University of Utah
1951

Purpose

Purpose of the study was to develop standards which school authorities would apply as guidelines as they establish, organize and maintain public school camping.

Procedure

A set of standards was devised based upon personal interviews with educators and camp experts, a review of the literature on camping, and correspondence with camp specialists and school camp administrators. These standards were judged by a panel of four authorities who either approved or suggested revisions.

Results and Conclusions

Standards were established in the following areas: (1) membership, (2) leadership, (3) program, (4) administration, (5) institutional organization and auspices, and (6) profession.

Squires concluded that many established educational standards were adaptable to public school camping. The similarity between the generalized objectives of school camping and education was recognized. Camp experts did not agree as to the value of standards, nor to which standards should be accepted.

AN EVALUATION OF ATTITUDINAL OUTCOMES OF FIFTH AND SIXTH GRADE STUDENTS FOLLOWING A PERIOD OF SCHOOL CAMPING

Dissertation Abstracts
Volume 21 #2 p. 305
Order # 60-2638

By: Genevieve C. Stack, Ph.D.
University of Oklahoma
1960

Purpose

The purpose of this study was to assess attitudes toward selected concepts of school, teachers, self, classmates, friends, and school camping possessed by fifth and sixth grade pupils before and after a school camping experience.

Procedure

Data were obtained from forty-four boys and forty-four girls from a lower-middle socio-economic background who spent one week at Clear Lake Camp, Dowling, Michigan.

Results and Conclusions

Findings included analysis of changes in sociometric choices, and changes in attitudes. Among the conclusions were: (1) the school camp experience does provide unique opportunities for effecting social change, particularly in regard to racial cleavage, (2) teacher-pupil rapport was improved, (3) values of associations and relationships over those of the ego-concept were increased.

DEVELOPING A CONSERVATION EDUCATION PROGRAM FOR THE ANN ARBOR PUBLIC SCHOOL SYSTEM AND INTEGRATING IT INTO THE EXISTING CURRICULUM (K-12)

Dissertation Abstracts
Volume 24 p. 4057
Order # 64-892

By: William B. Stapp, Ph.D.
The University of Michigan
1963

Purpose

This study was designed to evaluate a conservation education program developed for the Ann Arbor Public School System. The chronology of the manner in which the program was integrated into the school system was also documented.

Procedure

A conservation education program was designed, content material prepared, in-service preparation provided for teachers and evaluative instruments submitted to administrators and teachers. Pupils from all grade levels participated in a series of field trips to various community resource areas.

Results and Conclusions

The program was rated high by both elementary and secondary teachers in helping to meet their instructional goals. Stapp concluded that conservation was more effectively taught when integrated into existing curriculum as opposed to isolating it as a specific course to be offered at a particular grade level.

SITE REQUIREMENTS FOR OUTDOOR INSTRUCTION FOR VIRGINIA ELEMENTARY SCHOOLS

Dissertation Abstracts
Volume 17 # 2 p. 294
Order # 19764

By: George G. Tankard, Jr., Ed.D.
George Peabody College of Education
1956

Purpose

The purpose of the study was to establish site requirements for elementary schools in the state of Virginia.

Procedure

Outdoor activities through which the objectives of education may be achieved were identified. These activities were grouped into desirable elementary school programs. Outdoor space needed to support these programs in schools of varying enrollments was then determined.

Results and Conclusions

Space needs for programs of outdoor instruction were determined as follows: (1) minimum program (enrollment of five to thirty-five classrooms) requires from 2.21 acres to 7.40 acres, (2) adequate program, from 2.44 acres to 7.80 acres, and (3) exceptional program from 2.62 to 8.22 acres for the same enrollments.

Other conclusions were drawn concerning relationship of outdoor instruction to objectives of education in Virginia's elementary schools, adequacy of facilities and planning requirements.

BASIC GUIDES FOR THE ESTABLISHMENT AND DEVELOPMENT OF SCHOOL OUTDOOR EDUCATION: SPECIAL REFERENCE FOR GREAT NECK SCHOOL DISTRICT

By: Harry C. Thompson, Ed.D.
Teachers College, Columbia
1955

Purpose

The project was designed to recommend basic guides to the Great Neck, N.Y. Board of Education to aid in the development, establishment, and administration of an outdoor education program.

Results and Conclusions

A plan was devised to implement outdoor education in the Great Neck Schools. The plan included provisions for day visitations to outdoor instructional areas, overnight, and weekend trips and multiple-day camping. The program would be administered by the Department of Health, Physical Education and Recreation. The program would be financially supported by the Board of Education.

AN ANALYSIS TO DETERMINE SIGNIFICANT ADMINISTRATIVE PROCEDURES USED IN THE ESTABLISHMENT AND OPERATION OF SELECTED RESIDENT OUTDOOR LABORATORY SCHOOL PROGRAMS

Dissertation Abstracts
Volume 28, p. 2969

By: Walton George Turner, Ed.D.
Colorado State College
1967

Purpose

Turner wished to identify the administrative procedures being used to establish and operate some of the outdoor laboratory school programs and to determine if different procedures were being used by various categories of schools.

Procedures

Turner constructed a questionnaire that he asked superintendents of schools throughout the United States operating resident outdoor laboratory school programs to complete. Included on the questionnaire were items about finance, facilities, public relations, transportation, insurance, staffing, food service, timing, and board policies. Turner categorized his returns by school size, geogrpahical region, etc. Frequency distributions, percentage tables, and other descriptive techniques were used to report the returns.

Results and Conclusions

School size category did not appear to be a factor in the operation of the programs. Most of the programs surveyed had been in operation more than eleven years, and fifth and sixth grade children were most frequently involved. Spring and fall were the most popular seasons. Most of the districts charged the students a fee for the program. Most sites were leased or rented rather than being school owned. Turner's respondents indicated that staffing, facilities, and finance were their most prevalent and consistant problem areas.

Turner concluded that many more trained teachers, laboratory sites and facilities, and additional sources of financial support must be made available or found if such programs are to be continued and expanded. The total educational cost per student did not seem to be related to whether or not a district had a resident program.

VACANT LANDS AND EMERGING EDUCATIONAL NEEDS

By: Kenneth P. Vogt, Ed.D.
Teachers College, Columbia University
1954

Purpose

Vogt's investigation centered on the examination of vacant lands and buildings in a selected political unit to determine the educational value of these resources to meet the needs of youth.

Procedure

The literature was surveyed to identify newer practices and emerging educational trends. All vacant lands and farm buildings in the town of Union Vale, New York, were surveyed. A schedule was devised for evaluating the educational worth of the selected resources.

Results and Conclusions

Vogt found 15,000 acres of vacant land in Union Vale with 760 acres readily available. He found vacant buildings which could serve as school camps or recreation centers. Other lands and facilities were available for community-resource education, work experience activities and conservation. Vogt recommended that educational planners pay particular attention to lands and facilities available within their districts as resources for education.

A STUDY OF THE ADMINISTRATIVE PRACTICES USED IN THE OPERATION OF THIRTY SELECTED PART-TIME SCHOOL CAMP PROGRAMS IN MICHIGAN

Universtiy Microfilms; 14, 282

By: Thomas W. Walton, Ed. D.
Michigan State University
1955

Purpose

The purpose of this study was to determine the administrative practices in use in 30 part-time outdoor education camps in Michigan and to analyze these practices in relation to current practices gleaned from literature, records from specific programs, and from the investigator's personal observations. The data and analyses would be systematized in a from that would be useful to school administrators.

Procedure

The review of literature resulted in the classification of administrative practices into a) facilities, b) personnel, c) program, and d) school camp-community relations. A personal interview was held with the camp directors with 179 items comprising the interview schedule. These items had been submitted to a jury of experts, corrected, and administrated to three program directors who were not included in the study.

Results and Conclusions

Walton reported findings under the four administrative headings. Some of these findings include: all but three part-time camp programs used state owned camps; half of the camps had some infirmary facilities and the distance away from the school was not a factor in the site selection. Most camps were for sixth grades. Substitute teachers were provided for students who could not attend camp and the camp director had other school teaching or administrative duties in addition to the directorship of the camp.

Program planning done bv teachers and pupils ususlly occured after the teachers had visited the site. Non-objective evaluation of the program was generally used and were made by the campers, teachers, parents, and other community sources. Camp directors agreed some form of public relations technique was needed to interpret the program to the community. Few camp groups belonged to any professional camping organization.

ENRICHING SCIENCE THROUGH OUTDOOR EDUCATION

By: Irving J. Weiss, Ed.D.
New York University
1961

Purpose

This study was one of developing a guide for elementary teachers for the utilization of the park facilities of New York City as a means of enriching the science instruction in the elementary schools. Five specific parts to the study were investigated. They included: determination of the value of an out-of-doors science program, inventorying the facilities available in New York City Parks, listing basic science concepts, establishment of procedures for field trips, and compiling a resource guide for the utilization of these out-of-doors facilities.

Procedure

A survey was made of both science and elementary educators to determine values of an outdoor education program. Literature was reviewed to obtain basic science concepts, administrative procedures for filed trips, and physical facilities of New York City Parks of 100 or more acres in size. From these investigations and reviews, Weiss compiled a resource guide for elementary teachers that included basic concepts and understandings, possible approaches, background information, preparation for the trip, experiences on the trip, enrichment activities after returning, bibliographies for both students and teachers, and audio-visual materials. He also suggested to the parks that they make the school experiences an integral part of their parks programs.

Results and Conclusions

Weiss found that teachers wanted resource guides prepared on the following topics and in the order listed: plants, animals, rocks, interrelationships, conservation, humaneness, weather, erosion, and machines. He also recommended that guides be prepared for the Junior High School Teachers.

The guides that were developed were comprehensive in nature and contained a wealth of information not only for the teacher but also for other school personnel. There was a chapter on administrative procedures for field trips. Other chapters were devoted to experiences with living things (living things depend upon one another, living things show many variations, living things are always changing, and living things reproduce their own kind); experiences with physical science (rocks help form soil, weather is always changing); and experiences with conservation, (conservation of the soil, conservation of water supply, conservation of wooded areas, conservation of waterlife).

DEVELOPING A RATIONALE FOR OUTDOOR EDUCATION

By: Morris Wiener, Ed. D.
Michigan State University
1965

Purpose

Through a study and review of the historical development of outdoor education, a current rationale was to be developed. Comprehensive and consistent elements of a rationale were to be isolated and utilized as a basis for development of outdoor education programs in public schools. He further was to trace the contributions of two key leaders in the outdoor education movement and determine the implications that a current rationale would have upon the design of new programs in outdoor educatiom.

Procedure

A historical review of literature of outdoor education was made, common elements identified and a profile of the two leaders, L.B. Sharp and Julian Smith, was made. Personal interviews with these leaders were made.

Results and Conclusions

A logical foundation for outdoor education resulted from the development of a "rationale", both past and present. The contributions of both Smith and Sharp form much of the present basis for outdoor education. He also found that outdoor education is best understood as a process which is an integral part of the school program and has its uniqueness in its setting. It emphasizes the unity of man and the universe.